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ABSTRACT

The manual lists those skills considered critical for independent living of severely handicapped persons from elementary to senior high school. The skills are intended to help serve as guidelines in selecting and developing appropriate curriculum and Individualized Education Program objectives. The skills are grouped according to their general focus within each of five major life activity areas (sample subtopics in parentheses): (1) domestic life (self care and personal hygiene, social behaviors, housekeeping, cooking); (2) appropriate work-related behaviors (occupational safety, work mobility, working with others); (3) general community living (safety, mobility, community participation); (4) interaction with nonhandicapped persons (self image, interaction with others, behavior in structured settings); and (5) recreation and leisure (turn taking, break time skills, rule following, sportsmanship). (CL)

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CONTINUUM

OF

MAJOR LIFE ACTIVITIES

"BANK OF BASIC SKILLS"

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CONTINUUM OF MAJOR LIFE ACTIVITIES

"BANK OF BASIC SKILLS"

Severely handicapped individuals are increasingly expected to take a place in the community at large. Therefore, it becomes both the task and the long-range goal of education to prepare SH students for optimum adult independence. By optimum independent living, we mean that every individual is given the opportunity to develop toward his/her fullest potential.

Independent living involves major life activities across five general areas: 1) domestic life, 2) vocational life, 3) interaction with the non-handicapped, 4) life in the general community, and 5) recreation and leisure activities. Each area encompases skills that are critical to successful independent living. Effective education will focus on these critical skills in developing each student's potential. Effective education thus becomes life-centered education, covering skills from each of the five areas of Major Life Activities.

The Major Life Activities Continuum is a listing of those skills considered critical for independent living. Examination of this "Bank of Skills" reveals that the skills are no different from those we expect other so-called "normal" non-handicapped students to acquire. The difference is that, while the non-handicapped individual can assimilate most of these skills through observation and the usual course of instruction, SH students must be deliberately and carefully taught even the most basic of these skills.

Two important points must be made about the teaching of these skills. Due to wide variances in individual potential, it cannot be expected that all SH students will be able to reach the same competence or mastery level in each of these skills. For example, while one student may travel independently in his/her community, another may only learn to cross a street safely without assistance. Secondly, no one skill is prerequisite to another skill. For example, a student's inability to write his/her name does not preclude that student from learning to find his/her way around the community at large. Each skill is complete within itself.

The competencies listed in this continuum were drawn from a variety of sources. Teachers from the Whittier Area Cooperative Special Education Program (WASCEP) compiled an initial list of necessary skills. Additional competencies were drawn from Project P.A.C.E.: Providing Alternatives in Career Education, the Life-Centered Career Education Program, and the Activities of Daily Living Curriculum for Handicapped Adults.

USING THE "BANK OF BASIC SKILLS"

The "Bank of Basic Skills will serve as a resource to all teachers of SH students at each academic level -- elementary, junior, and senior high schools. The skills in each of the five areas can serve as guidelines in selecting and developing curriculum appropriate to each student and will be a resource for writing IEP Goals and Objectives. The list will also help create ideas for the lesson plans and activities designed to meet those IEP Objectives. The skills can be used as written or modified, as it applies to your individual students--their grade level, needs, and potential.

1. The skills within each of the five major life activity areas have been grouped according to their general focus.

2. Each of the groups has been given WACSEP Goal Codes. These suggested goal codes are in parenthesis under the group headings.

   Many of the groups list more than one goal code, since the competencies may be applied to more than one goal area. Teachers will be able to select the goal code most appropriate for each student and each activity.

   For example, the skills grouped together under the heading of Work Mobility may be applied either to 0920--Classroom Behavior or to 3020--Independent Living Skills, depending upon the age, grade, and skills level of the student.

3. The skills can be easily rewritten to formulate IEP Objectives. For example, the skill, "Follows a series of instructions" may be rewritten as "The student will follow a series of _____ instructions _____% of the time by _____ as measured by teacher observation.

4. Space for teacher notes is provided. Teachers may wish to indicate activities that were found to be effective in teaching a particular skill, criteria for meeting the appropriate skill level, or other items of value.

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
A. Independent Living - General (3020-0170-0530-0810)	
1. States and writes own name.	
2. States and writes one's address.	
3. States and writes one's telephone number.	
4. Reads a calendar.	
5. Uses a ruler.	
6. Tells time.	
7. Sets and wakes up to an alarm clock, when needed.	
8. Recognizes functional/survival words.	
9. Makes decisions independently.	
10. Solves home and school problems.	
11. Knows where to seek advice.	
12. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
B. Self-Care and Personal Hygiene (0710-0720)	
1. Washes hands after using restroom.	
2. Washes face once or twice daily.	
3. Brushes teeth twice a day.	
4. Maintains proper nose care hygiene (uses kleenex and/or covers mouth when sneezing).	
5. Takes a bath or shower daily.	
6. Maintains proper hair care and appearance.	
7. Washes hair regularly.	
8. Uses deodorant daily.	
9. Trims and cleans nails.	
10. Shaves facial or leg hair.	
11. Chooses appropriate clothing for different types of weather and activities.	
12. Wears clean clothes daily.	
13. Maintains a neat, clean appearance in all settings (school, work, leisure).	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
B. Self-Care and Personal Hygiene (Continued)	
14. Checks appearance before changing activity (checks in mirror).	
15. Lip closure.	
16. Demonstrates ability to prevent and treat common illnesses (colds, sore throats, flu).	
17. Demonstrates knowledge of physical fitness, nutrition, and weight control.	
18. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
C. Social Behaviors (3020-0910-1010-0920-2010)	
1. Demonstrates correct eating manners.	
2. Greets people appropriately.	
3. Uses appropriate language.	
4. Respects and follows the requests of parents, teachers, and other adults without being reminded and prodded.	
5. Interacts appropriately with classmates.	
6. Knows how to make and maintain friendships.	
7. Interacts appropriately with members of the opposite sex (in heterosexual relationships).	
8. Behaves appropriately while waiting for the school bus and riding the school bus.	
9. Demonstrates appropriate behavior in the classroom and on campus.	
10. Demonstrates appropriate behavior in public places.	
11. Respects the rights and properties of others.	
12. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
D. Housekeeping (3020)	
1. Stores and retrieves cleaning equipment and supplies.	
2. Sweeps with a broom and uses a dustpan.	
3. Dusts furniture using a furniture spray and a dustcloth.	
4. Uses a vacuum cleaner.	
5. Cleans windows and mirrors.	
6. Cleans tub, sink, and toilet.	
7. Dry mops a floor.	
8. Wet mops a floor.	
9. Makes a bed.	
10. Empties and cleans a trashcan.	
11. Washes walls.	
12. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
E. Cooking (3020-0170-0530-3010-0710)	
1. Demonstrates awareness of the four basic food groups.	
2. Plans well balanced meals.	
3. Eats well balanced meals.	
4. Identifies commonly used kitchen appliances by name and function.	
5. Identifies commonly used kitchen utensils by name.	
6. Understands terms used in recipes.	
7. Understands abbreviations used in recipes.	
8. Uses measuring cups and measuring spoons accurately.	
9. Cleans and wipes counters.	
10. Sets table appropriately.	
11. Prepares foods which require no mixing.	
12. Prepares foods which require mixing.	
13. Plans and prepares a complete meal.	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
E. Cooking (Continued)	
14. Boils foods.	
15. Bakes foods.	
16. Fries foods.	
17. Uses stove and oven correctly.	
18. Demonstrates proper use of garbage disposal.	
19. Demonstrates good table manners.	
20. Stores, refrigerates, and freezes food appropriately.	
21. Washes dishes, utensils, pots, pans, etc., by hand.	
22. Dries dishes, utensils, pots, pans, etc., by hand.	
23. Puts away dishes, utensils, pots, pans, etc., in correct places.	
24. Cleans oven.	
25. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
F. Use of Telephone (0210-0920-3020)	
1. Answers telephone appropriately.	
2. Takes messages verbally.	
3. Writes down messages.	
4. Dials telephone number of relative, friend, information, operator, and home.	
5. Makes a telephone call from a pay telephone.	
6. Obtains local, out of town, and out of state directory assistance.	
7. Places local calls and communicates so that he/she is understood.	
8. Places out of town or out of state calls with operator assistance.	
9. Understands how telephone calls are charged to and paid by customers.	
10. Makes appropriate telephone calls in case of emergencies (gives information needed).	
11. Other:	

COMPETENCY	NOTES
G. Clothing Care (3020) 1. Demonstrates ability to use washing machine and dryer correctly. a. Selects washable clothing. b. Sorts clothes for washing. c. Pretreats laundry when necessary. d. Selects proper water temperature for types of clothing being washed. e. Selects proper washing action cycle for types of clothes being washed. f. Selects a laundry detergent and measures appropriate amounts into the washing machine. g. Uses a coin operated washer and dryer. 2. Irons clothes. 3. Hangs clothes on hangers. 4. Puts clothes away in correct places and without wrinkling the clothes.	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
G. Clothing Care (Continued)	
5. Hand washes items that are not machine washable (differentiates between washable and nonwashable items).	
6. Performs simple mending, sews on buttons, and makes basic clothing repairs.	
7. Cleans and polishes shoes.	
8. Other:	

MAJOR LIFE ACTIVITIES

AREA: DOMESTIC

COMPETENCY	NOTES
H. Shopping (3020-0530-0920-0170)	
1. Identifies money denominations up to ____.	
2. Makes change correctly up to ____.	
3. Buys items necessary to maintain good grooming and personal hygiene.	
4. Buys household items.	
5. Knows personal clothing sizes.	
6. Picks out own clothes to purchase.	
7. Buys own clothes.	
8. Compares food costs.	
9. Reads grocery ads.	
10. Makes shopping lists.	
11. Purchases food in a grocery store.	
12. Knows and follows various buying tips and shopping techniques.	
13. Makes wise expenditures.	
14. Saves money for purchasing larger items.	
15. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
A. Follows Directions (0920) 1. Responds to instructions within ____ minutes. 2. Follows a series of instructions. 3. Remembers instructions from day to day. 4. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
B. Works at a Satsifactory Rate (0920) 1. Stays on task for ____ minutes. 2. Builds work endurance to ____ hours. 3. Works independently for ____ minutes. 4. Works in a group for ____ minutes at ____ rate of production. 5. Remains on task despite distractions. 6. Production rate is high under minimal conditions of reinforcement. 7. Performs task without complaint/ inappropriate behavior. 8. Performs task in a different environment. 9. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
C. Accepts Supervision (0910)	
1. Cooperates with teacher/supervisor.	
2. Reports to teacher/supervisor when assistance is needed and asks for help properly.	
3. Upon command, changes tasks without maladaptive behavior.	
4. Accepts verbal and/or modeling directions.	
5. Accepts and responds to criticism appropriately.	
6. Asks appropriate questions.	
7. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
D. Recognizes Importance of Attendance and Punctuality (0920) 1. Adapts well to changes in time schedules and/or regular routine. 2. Ready to start to work on time. 3. Uses time clock to check in/is aware of time. 4. After clocking in/arriving at school, takes ____ minutes to get to work station. 5. Identifies time to leave for a break/ recess. 6. Identifies time to return from break/ recess. 7. Identifies time to end school/work for the day. 8. Other:	

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
E. Demonstrates Occupational Safety (3030) 1. Uses school supplies and/or tools appropriately. 2. Follows rules of safety, safety signs, and operating procedures. 3. Wears appropriate school/work dress (e.g., hairnets for kitchen work, eye goggles for woodworking). 4. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
F. Work Mobility (0920-3020) 1. Moves independently from one place to another. 2. Locates restroom from classroom/work area. 3. Locates classroom/work area from rest room. 4. Locates restroom from recess/break area. 5. Other:	

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
G. Achieving Independence (0920-2010)	
1. Organizes task.	
2. Initiates task.	
3. Corrects own work on a task after no more than one correction.	
4. Self-initiates correction.	
5. Locates/chooses necessary school supplies/tools independently.	
6. Puts classroom supplies/tools away independently.	
7. Cleans up work area independently.	
8. Identifies when classroom/work site equipment malfunctions.	
9. Notifies appropriate person when additional supplies must be ordered.	
10. Uses employee/school lockers (identifies locker numbers, uses combination or key).	
11. Responsible for locker combination or key.	
12. Keeps personal items in appropriate place.	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
G. Achieving Independence (Continued)	
13. Responsible for break money.	
14. Carries proper identification.	
15. Keeps self clean and presentable throughout the school/work day.	
16. Other:	

MAJOR LIFE ACTIVITIES

AREA: EXHIBITING APPROPRIATE WORK RELATED BEHAVIORS (VOCATIONAL)

COMPETENCY	NOTES
H. Works with Others (0910-2010) 1. Demonstrates good manners and is courteous to others. 2. Converses appropriately and relates well with others. 3. Avoids unnecessary/excessive verbalization. 4. Other:	

MAJOR LIFE ACTIVITIES

AREA: GENERAL COMMUNITY

COMPETENCY	NOTES
A. Safety (3030-3020)	
1. Awareness of street safety terms and concepts (i.e., sidewalks, crosswalks, curb).	
2. Demonstrates correct use of street safety terms (i.e., sidewalks, crosswalks, curbs).	
3. Responds appropriately and quickly to taffic flow and traffic signal changes.	
4. Demonstrates ability to cross streets with use of traffic signal.	
5. Estimates distance of moving vehicles; shows good judgement when crossing in moving traffic without traffic signal.	
6. Demonstrates understanding of safety and functional signs in classroom setting.	
7. Demonstrates understanding of same safety and functional signs in a variety of community settings.	
8. Responds appropriately to emergency vehicles when sited in community.	
9. Introduced to personal emergency situations (lost, injury) in classroom settings.	

MAJOR LIFE ACTIVITIES

AREA: GENERAL COMMUNITY

COMPETENCY	NOTES
A. Safety (Continued)	
10. Recognizes personal emergency situations in community settings.	
11. Responds to personal emergencies by notifying appropriate persons (i.e., telephone operator, police officer).	
12. Gives essential personal information to appropriate persons in emergency situation (name, home address, phone number, nature of emergency, etc.).	
13. Stays with group or companion, on community outings (school or family).	
14. Other:	

MAJOR LIFE ACTIVITIES

AREA: GENERAL COMMUNITY

COMPETENCY	NOTES
B. Mobility (3020-0210-0170)	
1. Matches street names from classroom setting to community setting using a model.	
2. Independently reads street names of surrounding area in classroom and community setting.	
3. Travel in community is limited to school or family outings.	
4. Travels to familiar location (i.e., grocery store) in community independently.	
5. Follows verbal directions to a specific destination in school setting.	
6. Follows written directions to a specific destination in school setting.	
7. Gives verbal directions to familiar destination on school campus.	
8. Gives verbal directions to a familiar destination in community.	
9. Bus experience is limited to school travel and field trip situations.	
10. Has had experience on public transportation (bus) system with family or school personnel.	

MAJOR LIFE ACTIVITIES

AREA: GENERAL COMMUNITY

COMPETENCY	NOTES
B. Mobility (Continued)	
11. Has had some specific skill training on public bus system with school personnel.	
12. Travels to a familiar destination accompanied by training person (family member or school instructor).	
13. Travels to a familiar destination independently (school training situations).	
14. Uses bus system to travel independently within community (outside of school activities).	
15. Other:	

MAJOR LIFE ACTIVITIES

AREA: GENERAL COMMUNITY

COMPETENCY	NOTES
C. Community Participation (3020-0910-3040)	
1. Converses with sales persons, waiters, bus drivers, etc., in an appropriate manner (does not ask or give personal information).	
2. Responds appropriately to strangers encountered on community outings (does not initiate contact or give personal information).	
3. Has had some experience in community recreational/leisure activities.	
4. Regularly attends community recreational/leisure activities only with family member.	
5. Regularly attends community recreational/leisure activities independently or accompanied by a friend.	
6. Other:	

MAJOR LIFE ACTIVITIES

AREA: INTERACTION WITH NON-HANDICAPPED

COMPETENCY	NOTES
A. Self-Image (0810)	
1. Has a sense of his/her body and physical self.	
2. Has a sense of self awareness (emotional and mental self).	
3. Identifies and understands emotions.	
4. Expresses feelings of self worth appropriately.	
5. Expresses how others view him/her.	
6. Accepts praise.	
7. Accepts criticism.	
8. Has developed confidence in him/herself.	
9. Understands personal space.	
10. Is assertive when necessary (speaks up for oneself, asks questions, and/or asks for assistance when needed).	
11. Other:	

MAJOR LIFE ACTIVITIES

AREA: INTERACTION WITH NON-HANDICAPPED

COMPETENCY	NOTES
B. Interaction with Others (0910-1010)	
1. Accepts the presence of others.	
2. Interacts socially with groups, including non-handicapped individuals.	
3. Verbally communicates appropriately and adequately with others.	
4. Has eye contact with people he/she speaks with.	
5. Understands body language of oneself and others.	
6. Understands the impact of behavior on others.	
7. Initiates conversation with others.	
8. Differentiates between the types of greetings appropriate for various people (family member, friend, acquaintance, teacher/supervisor).	
9. Knows how to develop appropriate interpersonal relationships with non-handicapped individuals.	

MAJOR LIFE ACTIVITIES

AREA: INTERACTION WITH NON-HANDICAPPED

COMPETENCY	NOTES
B. Interaction with Others (Continued)	
10. Has friends who are non-handicapped.	
11. Recognizes and understands personal roles.	
12. Respects others' space.	
13. Respects the rights and properties of others.	
14. Anticipates consequences of behaviors.	
15. Other:	

MAJOR LIFE ACTIVITIES

AREA: INTERACTION WITH NON-HANDICAPPED

COMPETENCY	NOTES
C. Behavior in Structured Setting (0910-0920-3020-1010)	
1. Knows and demonstrates characteristics and behaviors needed for acceptance.	
2. Behaves appropriately on school campus.	
3. Behaves appropriately at home and at friends' homes.	
4. Contributes to family/classroom (takes on responsibilities, chores, etc.).	
5. Behaves appropriately in the community.	
6. Contributes to the community in a positive manner.	
7. Interacts appropriately with peers in school/co-workers on the job.	
8. Adjusts to competitive standards on the job/in school.	
9. Interacts appropriately with supervisor/ teacher on the job/in school.	
10. Recognizes authority and follows rules and instructions.	
11. Plans activities with others.	
12. Other:	

MAJOR LIFE ACTIVITIES

AREA: RECREATION AND LEISURE

COMPETENCY	NOTES
1. Break time skills (recess). (3040-0920-0910-0810)	
a. Occupies self appropriately when alone.	
b. Occupies self appropriately in a group.	
2. Participates in age appropriate activities.	
3. Takes turn.	
4. Waits for turn.	
5. Follows rules of activity.	
6. Chooses appropriate time for activities.	
7. Picks activity to fit time available.	
8. Dress is appropriate to activity.	
9. Exposure to age appropriate activities.	
10. Develop skills for a variety of recreational activities.	
11. Is realistic about own skills.	
12. Exhibits sportsmanship.	

MAJOR LIFE ACTIVITIES

AREA: RECREATION AND LEISURE

COMPETENCY	NOTES
13. Cooperates with adults and/or peers.	
14. Shares equipment/facilities.	
15. Uses and cares for equipment properly.	
16. Participates as a spectator.	
17. Participates actively in groups.	
With prodding	
Without prodding	
18. Participates actively in team sports.	
19. Knows recreational activities/facilities available.	
20. Uses recreational facilities	
Parent initiated	
Teacher initiated	
Student initiated	

MAJOR LIFE ACTIVITIES

AREA: RECREATION AND LEISURE

COMPETENCY	NOTES
21. Plans activity:	
For self	
For self/one other	
For self/more than one other	
22. Helps to plan a vacation.	
23. Other:	